

ABSTRAK

YHASINTA AGUSTYARINI: Pengembangan Bahan Ajar Matematika dengan Pendekatan Kontekstual dan Metode Penemuan Terbimbing untuk Meningkatkan EQ dan SQ Siswa Akselerasi SMP/MTs. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2014.**

Penelitian ini bertujuan untuk mendeskripsikan langkah-langkah pengembangan bahan ajar matematika dengan pendekatan kontekstual dan metode penemuan terbimbing untuk meningkatkan EQ dan SQ peserta didik SMP/MTs akselerasi serta mendeskripsikan kualitas hasil pengembangan bahan ajar tersebut. Kualitas hasil pengembangan ditentukan berdasarkan pada kriteria dari Nieveen, yaitu valid, praktis, dan efektif. Materi yang dikembangkan adalah materi bangun ruang SMP/MTs akselerasi.

Penelitian ini merupakan penelitian pengembangan. Model pengembangan bahan ajar dalam penelitian ini dimodifikasi dari tiga model pengembangan yaitu Borg & Gall, Dick, Carey & Carey, dan Plomp. Tahap-tahap utama yang dilakukan meliputi: (1) investigasi awal, (2) desain, (3) realisasi, (4) uji coba, evaluasi dan revisi, serta (5) implementasi. Uji coba dilaksanakan dalam empat tahap, yaitu (1) validasi ahli, (2) uji coba pendahuluan, (3) uji coba terbatas, dan (4) uji coba skala besar/lapangan. Uji coba dilaksanakan di MTs Unggulan Amanatul Ummah Surabaya Program Akselerasi. Uji coba terbatas dilaksanakan pada satu kelas dan uji coba skala besar dilaksanakan pada dua kelas dengan dua guru berbeda. Instrumen penelitian yang digunakan adalah lembar validasi, lembar penilaian guru, lembar penilaian siswa, lembar observasi keterlaksanaan pembelajaran, tes ketercapaian kompetensi serta angket EQ dan SQ. Analisis data kevalidan dan kepraktisan dilakukan dengan cara mengkonversi data kuantitatif berupa skor hasil penilaian menjadi data kualitatif berupa nilai standar skala lima. Analisis data keefektifan untuk tes ketercapaian kompetensi dilakukan dengan cara menentukan persentase ketuntasan belajar siswa dari *pretest* dan *posttest*, sedangkan analisis data keefektifan dari angket EQ dan SQ didahului dengan mengkonversi data kuantitatif berupa skor hasil penilaian menjadi data kualitatif berupa nilai standar skala lima kemudian menentukan persentase banyak siswa yang berada pada kategori minimal rendah, minimal cukup tinggi, minimal tinggi, dan minimal sangat tinggi.

Penelitian ini menghasilkan bahan ajar matematika dan komponen pendukungnya, meliputi silabus, rencana pelaksanaan pembelajaran (RPP), dan modul matematika yang valid, praktis, dan efektif, serta tes ketercapaian kompetensi (TKK) yang valid, praktis, dan reliabel.

Kata Kunci: *pengembangan, bahan ajar, pendekatan kontekstual, penemuan terbimbing, EQ, SQ, akselerasi*

ABSTRACT

YHASINTA AGUSTYARINI: *Developing Mathematics Instructional Material Using Contextual Approach and Guided Inquiry Method to Increase EQ and SQ of Acceleration Students in Junior High School.* **Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2014.**

This research is aimed to describe steps of developing mathematics instructional material using contextual approach and guided inquiry method to increase EQ and SQ of acceleration SMP/MTs students and describe the quality of the developed product. This quality is determined based on Nieveen criteria, including validity, practicality, and affectiveness. The material developed is solid figure for acceleration SMP/MTs.

This research is a developmental research. The model of the instructional material in this research was modified from three development model i.e. Borg & Gall, Dick, Carey & Carey, and Plomp. The main steps cover (1) preliminary investigation, (2) design, (3) realization/construction, (4) test, evaluation, and revision, and (5) implementation. The try out was done in four stages, i.e. (1) expert judgment, (2) preliminary try out, (3) small group try out, and (4) field try out. The try out was conducted in MTs Unggulan Amanatul Ummah Surabaya for acceleration program. The small group try out was conducted in one class and the field try out was conducted in two classes with different teachers. The instrument used in this research were validation sheet, teachers assessment sheet, students assessment sheet, teaching observation sheet, test, and questionnaire of EQ and SQ. The analysis of the validity and practicality of the data was done by converting the quantitative data in the form of assessment result score into quantitative data in the form of five scales. The analysis of the effectiveness of test was conducted by determining the percentage of students' minimum criteria of the passing grade which consists of pretest and posttest, whereas the analysis of the affectiveness of questionnaire was done by converting the quantitative data in the form of assessment result score into quantitative data in the form of five scales then was conducted by determining the percentage many of students who are at a low minimum category, enough minimum category, high minimum category, and very high minimum category.

The research produced mathematics instructional material and supporting components, consisting of valid, practical, and effective syllabuses, lesson plans, mathematics module, and the valid, practical, and reliable of test.

Keywords: *development, instructional material, contextual approach, guided inquiry, EQ, SQ, acceleration*